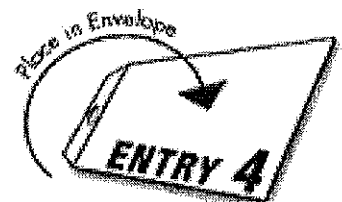




YOUR
Portfolio

Entry 4 COVER SHEET



Contextual INFORMATION

This form asks you to describe the broader context in which you teach. ***If you teach in only one school***, please complete this form once, make copies of it, and attach one copy to each of your entry responses, directly following each entry's cover sheet. ***If you teach in different schools that have different characteristics, and your entries feature students from more than one school***, please complete this form for each school. Make copies of each different completed form and attach to each entry the form that applies to it.

NOTE

You are asked in each entry to provide specific information about the students in the class you feature in the entry. This is in addition to the information requested here. Please print clearly or type. (If you type, you may use single-space the text using 12 point Times New Roman.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify:

- The **type of school/program** in which you teach, and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

Public high school / Integrated English and history class - 9th grade

- The grade(s), age levels, courses, number of students taught daily, and the average number in each class:

Grades 9-11 Age Levels 14-17 Number of Students 135 Average Number of Students in Each Class 28

Courses 9th Grade - American Studies (Integrated American literature

and American history class); 11th Grade - American Literature

2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific.

NOTE

You might include details of any state or district mandates, information regarding the type of community, and access to current technology.


My school is a comprehensive, college-prep high school with a student body of 2000 students. We offer a range of courses: 18 Advanced Placement courses to Transitional English courses for our growing LEP population. Our district population of LEP students continues to grow exponentially. Our district has also reallocated funds and has eliminated ESL-focus schools. All students who speak a language other than English have been returned to their neighborhood school, our school being one. Approximately 3% of our student body is classified as ELL; that number increases every year. Our student body hails from a range of socio-economic strata. We have students from upper-class families living on golf courses to many of our students coming from middle class families. Our community is extremely involved in our learning community. Ninety percent of our students graduate in four years while 85% attend a post-secondary institution after graduation. Twelve percent of our student body is "at risk," which is defined as receiving free and reduced lunch. Nine percent receive gifted and talented services. Our ethnic breakdown is as follows: Caucasian – 75%, Hispanic – 12%, Asian – 6%, African-American – 3%, and Native-American – 1%.

We have excellent access to technology. Every classroom has its own computer and ceiling-mounted LCD projector. Many rooms have interactive SMART boards in them. We subscribe to multiple on-line databases for library-driven research and Turnitin.com, the web-based plagiarism and writing cycle site.





your
Portfolio

01198051
CANDIDATE I.D. 

Accomplishment COVER SHEET

Accomplishment # 1

Area of accomplishment

The checklist below is intended **only** to help you confirm for yourself that you have submitted accomplishments in all the categories. Assessors are trained to consider the substance of your accomplishments, not whether you have correctly labeled the category.

This accomplishment reflects (check all that apply):

- ☐ Your work with your students' families, showing ongoing, interactive, two-way communication (*current year*)
- ☒ Your work as a learner (*within the last five years*)
- ☒ Your work as a leader and collaborator at the local, state, and/or national level (*within the last five years*)

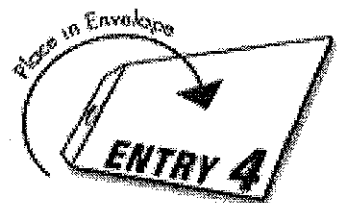
Description and Analysis

Attach Description and Analysis for this accomplishment.

Documentation

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Print this form as needed for each accomplishment that you choose to submit.



Accomplishment #1

From the 2006 school year to the end of the 2008 school year, I served as our English department's Academic Coordinator (AC). This position is quite similar to a traditional department chair although the role emphasizes educational research and leadership over administrative duties. I was elected to this position by my peers and was ushered into a role of service as I implemented and oversaw our department's Professional Learning Community (PLC) efforts. This position was significant because I was released from one period of the day to conduct research on, discuss, and implement the latest in educational research. I was part of an advisory team comprised of the other ACs, an assistant principal in charge of curriculum and instruction, and the principal that reflected upon current practice and sought implementation of best practices in terms of vertical alignment, grading, and assessing. This directly benefited my students as I sat on the cutting edge of educational research and was able to implement many ideas immediately into my practice.

For example, the AC position was significant in terms of my ability to lead vertical alignment discussions and to implement many of those improvements. I spearheaded discussions that sought to eliminate redundancies between grade levels regarding literature term instruction. Previously, many of our courses repeatedly taught the same terms to the same depth – identification level only. After leading our department in an external audit of our classes by the Center for Educational Policy Research (CEPR) group centered at the University of Oregon, I noticed more discussion was needed to eliminate these repetitions, repetitions confirmed by the audit. This elimination of redundancies was essential for student achievement; our department has been better able to teach students the proper scope and sequence of these terms to the proper depth of knowledge required for college readiness (versus eligible) as defined by the CEPR's college readiness standards. Now, students are exposed to a linear progression of literary terms

and given opportunities to practice at the application and synthesis levels of their meanings and through logically and appropriately scaffolded and more challenging pieces of literature.

Leading our department as AC was also significant in that I was able to coordinate the creation and unveiling of our school's inaugural edition writing guide. Based upon best practice research, I was able to deduce that having a unified and seamless progression of writing expectations would directly benefit student understanding of and performance in writing skills. Knowing that, I led the creation of a school writing guide based upon the MLA Style Guide, yet specific for the types of assignments predominant in our school's culture and curriculum. This directly benefited students as they now have a portable document that provides the unified and aligned writing expectations for all disciplines. The writing guide was adopted by all content area departments across the school in order to assist students in meeting the clear, school-wide expectations for academic writing. Students also had immediate access to essay writing tips and voice lessons as well as templates for formatting properly formatted MLA bibliographic entries for the most common types of texts our students utilize in their research papers for each common course team. This guide was also significant for students as it has moved the staff closer to the true intent of standards-based education since it has created a uniform standard by which every teacher could measure student writing: students understood what elements were needed for a strong thesis statement, for proper in-text citations, and for adding sophistication to their writing.

Additionally, the AC position was significant in that it afforded me the opportunity to realize the last component of my vertical alignment dream. I was able to compile exemplar papers for each grade level. I was able to encourage our department to clearly state what an excellent thesis statement looked like for each grade level and how each led to an excellent paper at each grade level. This event served to most obviously affect student achievement since, in conjunction with the writing guide, these papers served students as models toward which to

aspire and focus their own efforts. Research points to modeling by expert or by exemplar as a crucial step in the teaching and assessment cycle; this compilation served as that essential step. This year as our department has chosen to expand these alignment discussions and actions to the vertical alignment of research paper expectations at each grade level. I have continued to lead those discussions which benefit student achievement because we have clarified the amount of topic selection, thesis development, and material selection support that are challenging yet appropriate for each grade level. Students and teachers are unified in expectations and processes, alike. Students now have tangible models and a written progression about how to reach the expected standards and what those standards look like. Our students' success in writing due to these streamlining events has become evident in their improvements in the Capstone project.

Finally, the AC position was significant in that I inspired the implementation of our school's Capstone Project, a three segment project designed for students to culminate their academic career at our school with a comprehensive and self-chosen research and writing project. This real-world application project confirmed our efforts to properly model, scaffold, and support all steps in the writing process over the four year span. This project is presented before a community panel of evaluators, and, at first implementation, only 60% of students passed the project on a first attempt. Since our vertical alignment, over 80% of the seniors pass on one attempt. In addition, we see many of our marginalized, non-native English speaking, and special education students excel on this project since they chose their topic and created a paper and product based upon their own interests. Students also transitioned into the post-secondary world through their sharing of their project with the community through the presentation portion of the assignment. Many former students have returned from college, at my request, to share with the current class of seniors how beneficial the Capstone project is in learning all component of the research process, the process they encounter most in their post-secondary endeavors.



ADAMS 12 Five Star Schools

Serving Broomfield, Federal Heights, Northglenn, Thornton,
Westminster, and parts of Unincorporated Adams County.

Catherine Nolan, *Principal*
LEGACY HIGH SCHOOL
2701 West 136th Avenue
Broomfield, CO 80020-9443

Together – educating the whole child

Office: 720-972-6700

January 20, 2009

Dear National Board Certification Committee:

I would like to take this opportunity to verify that Mr. Chris Warner has worked at Legacy High School in a variety of capacities, most notably as a Language Arts teacher and as one of our Academic Coordinators, a leadership position similar to a department chair, but one which focuses on Curriculum and Instruction (versus budget, inventory, etc.). In the role of Academic Coordinator during the 2006-2008 school years, Mr. Warner was responsible for:

- Daily/Weekly meeting with Administration and Academic Coordinators
- Communicating with Course Team Facilitators
- Coordinating staff development needs
- Coordinating common curriculum needs with corresponding departments Coordinating pyramid of interventions/tutoring
- Linking work of course teams to school improvement goals Coordinating relevant data with assessment center
- Maintaining record of common course outcomes and assessment

The leadership skills Mr. Warner was expected to exhibit included:

- Using evidence and data in decision making
- Recognizing an opportunity and taking initiative
- Mobilizing people around a common purpose
- Marshaling resources and taking action
- Monitoring progress and adjusting the approach as conditions change
- Sustaining the commitment of others and anticipating negativity
- Contributing to the Learning Organization

As an Academic Coordinator, Mr. Warner worked within the Language Arts Department on several major projects including vertical articulation of courses within the department; the creation of a writing guide, which included literacy instruction and guidelines; and alignment of grading policies among the 16-18 department members. During the discussions on vertical articulation within the department, Mr. Warner created a chart which identified the coverage of literary terms within courses and the increasing depth of knowledge of those terms as students move through their high school years. He also facilitated the compilation and review of exemplar papers at all grade levels so department members could agree to the consistency of grading. I have often served as a judge for the Language Arts Department's Capstone Presentations, and I have witnessed the success students have had over the last three years, which I attribute to this vertical alignment. Students that traditionally struggle in academic settings, some of our special education and LEP students, in specific, exit their

Documentation for Accomplishment 1

presentations knowing that they have achieved beyond their own goals, and they display that obvious pride as they head toward graduation and post-secondary plans.

On a school-wide basis, Mr. Warner took the initiative to administer, compile, and disseminate teachers' knowledge of, and comfort with, teaching literacy skills. Those results were used as a current check on reality, and were used this year, as the district required schools to create a plan which included the training of all teachers in teaching literacy strategies. I have seen the benefit of this effort in our students' growth. Our students have improved their average composite ACT score from 19.8 to 21.4 and their ACT -- English score from 19.1 to 21.0 over the last three years, direct evidence that improved cross-content literacy is impacting all areas since the ACT test demands, primarily, non-fiction reading skills.

Although Mr. Warner no longer serves in the capacity of Academic Coordinator, he took the initiative this year to plan a Writing Night for the parents of his students. He prepared an evening session which instructed parents in how to critique their own son/daughter's writing from an academic standpoint. I have had many parents comment to me about how this night helped them to better help their students. I know that this night, among all of the other efforts Mr. Warner makes in regards to writing, is helping students. Over the last three years, he has been ranked among the top ten teachers in our district in writing growth of his 9th grade students.

All of the work described above, and the work Mr. Warner continues to be committed to, has resulted in our school being recognized by the Colorado Department of Education as a High Achieving high school for the 4th consecutive year. We have seen our 9th grade class improve 4 points in reading sections and 3 points in writing sections over the last three years, and I ardently believe that the collaborative work Mr. Warner engages in on a consistent basis is resulting in continuous academic success for our students. He has been a leader in aligning our courses, analyzing student data, and in general, shifting professional thinking from adult teaching to student learning, which has made Legacy High School a model school in our district.

Mr. Warner is committed to his personal and professional development in the areas of collaborative teamwork, reading/writing strategies, and in general, raising student achievement. If one were asked to describe Mr. Warner, I believe the words most consistently used would be: organized, thoughtful, reflective, and student-oriented. If you have further questions regarding the work performed by Mr. Warner, please call 720-972-6703.

Sincerely,



Catherine A. Nolan
Principal



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January 30, 2009

Dear National Board Certification Committee:

It is my privilege to support Chris Warner in his pursuit of National Board Certification status. Chris Warner has been one of my colleagues in the English department of Legacy High School since 2004. In that time I have found him to be an exceptional leader and a valuable colleague. He has forged strong relationships within our department, encouraged a focus on vertical alignment and student achievement, and continued his own ever-evolving work with students.

During two of the years I've worked in this building Chris served as the Academic Coordinator for the English department. Under his guidance we devoted time to vertical alignment. One valuable series of activities involved "teachers teaching teachers" lessons based off knowledge from the Pre-AP Vertical Teams Guide. These activities allowed us to learn new techniques and to use our department time constructively. Chris also set department goals to benchmark papers together, refine our grade level goals for student writing, and establish exemplar collections of student writing. A literary term alignment chart was created. Also, a commitment to emphasizing ethical research was articulated for the department under Chris's leadership. I know this work has benefitted students. I see, in my upper-classmen courses, that students are entering better prepared both in literary term knowledge and their abilities to apply these to the challenging texts we read. Also, I find myself doing less remediation in the writing process as our alignment has allowed our teaching to be recursive yet progressive at each successive grade level.

Chris is also always willing to share lesson plans or even come in as a guest teacher in one of his areas of strength. He has visited my Modern Literature classes on several occasions to give guest lectures about the Vietnam War. This talk always includes a slide show, movie clips, and music. It's amazing how much more students understand about the era and the environment the soldiers encountered after his lecture. I have seen the boys in my class perk up around our reading of *The Things They Carried* because they know that "Mr. Warner will be coming in." These boys, some of my non-native English speakers, and my more visual learners become more involved in my class after these talks, and their efforts on the novel improve; many have said that *The Things They Carried* was the first book they even finished in high school! If this is what he can do with my students one day a semester, I can't even begin to imagine the strides he must make with his own students in the course of a school year. I know that his efforts to present material through varied mediums is a standard practice for him and is evidence of his willingness and desire to differentiate his instruction for his students. I have regularly seen Chris modifying his instruction to make it more visually and auditorily accessible, definitely a best practice, but also essential as his classes are loaded by the special education staff with their students as he has consistently proven to be accommodating to all types of learners.

I've frequently overheard Chris Warner offering advice to newly hired teachers, the life-blood of our profession. They are comfortable asking him for help, and he is happy to assist in any way he can. I know that he's always willing to help me with ideas, his time, or just a friendly ear. His students speak highly of him. His gift for nurturing interpersonal relationships and his strong leadership skills make him an excellent candidate for National Board Certification. He is a credit to our department, our school, and our profession. Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in cursive script, reading "Tia Michelle Taylor".

Tia Michelle Taylor
English Teacher, Yearbook Adviser

Accomplishment COVER SHEET

Accomplishment # 2

Area of accomplishment

The checklist below is intended **only** to help you confirm for yourself that you have submitted accomplishments in all the categories. Assessors are trained to consider the substance of your accomplishments, not whether you have correctly labeled the category.

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- ☒ Your work with your students' families, showing ongoing, interactive, two-way communication (*current year*)
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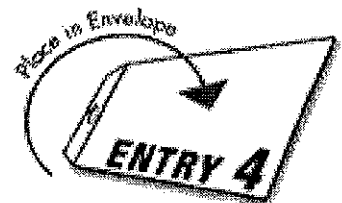
Description and Analysis

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Documentation

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Accomplishment #2

In the fall of 2008, I held an instructional academic writing night for all of my students' parents. This hour and a half presentation focused on exposing parents to the English Department's expectations of academic writing, answering all of their questions, sharing exemplar papers from former freshmen, and clarifying the teaching progression I implement to assist students toward those lofty challenges. I invited all of my students' parents, and a strong turnout of about 45 families attended. Some of these families were those of my non-native English speakers who I had personally called, six of these doing my best with Spanish and two by working with our ELL Coordinator to contact the Vietnamese and Hmong families. My profoundly deaf student's mother did attend, which has proven instrumental in helping that student as she often feels like she does not receive the same attention despite the efforts her interpreter makes through her signing of ASL. This activity is significant in that it had never been attempted by my school in its eight years of existence. While we offer the traditional Back-to-School night and parent / teacher conferences, there had never been as detailed and focused an effort to educate parents on writing expectations; since our department has clarified writing expectations and unified its language, this type of evening was essential for freshmen parents.

The night directly impacted student learning. Parents, who still retain a position of great influence upon their teens, learned about the rigorous expectations our department has for academic writing. By educating the parents in the intricacies of this writing style, they are now better allies in our efforts to improve student expository and research-based writing. These parents are also now better able to assist students in the planning and organizing stages of the process as they learned how our staff assesses through standardized rubrics. For example, students benefited from the presentation in that their parents can now better help them after the teacher has made comments upon the paper. Parents now assist students in the revising and

rewriting process. Since the school-parent link is instrumental in affecting student achievement, this presentation allowed parents to better assist their children with the issues that commonly occur in students' writing and issues that often demand revision and proofreading with knowledgeable eye, a trained eye has now been extended to the parents.

This night helped my students' writing scores. The first day of school I took an informal survey of students' likes and dislikes about writing. Many of them shared that they do not like to write. Since this night I have seen my classes' assignment turn-in rate reach 80% and 96%, respectively. In addition, my students have improved their proficiency rate from our baseline writing assessment to our first semester assessment from 45% to 75%. This is due to the students feeling supported in the process from all sides, in which their parents now participate.

Additionally, this night was significant as I was able to explain and model my use and my classes' use of Turnitin.com, the web-based paper collection and plagiarism prevention site. This site serves as my classes' *modus operandi* when submitting written assignments and a process that allows me to make written comments directly onto students' papers, gain a tool in the quest for limiting or eradicating plagiarism, and for students to peer review others' submissions. I also opened lines of communication with those families that do not have ready internet access at home, about 10% of my students. I directed these families to both the computers we have at school and how to set up an email account to use Turnitin.com. I have seen gains from this effort as 5 of my 6 non-native English speakers now have an account!

Finally, this evening was significant in that it opened the lines of continued communication between the parents and me. Many families and I now keep in constant communication about their students' progress in writing. These parents and I often exchange ideas about how to focus our efforts on current writing efforts and how to act as an informal Response to Intervention (RtI) implementation to prevent future struggles before they happen.

Turnitin.com has helped me become a better student because it lets me keep track on how many words that I type and lets me check if I need to add more to whatever that I'm writing about. It also lets me make sure when to turn in assignment on time and what I need to work on before-hand. I have been turning in all my assignments on time and getting good grades on them.

Tammy

Written by a second language learner.

Turnitin.com has helped me many times. It helped me on my peer review, and when everything was due. It also helped me know if I did my citation, or I copied someone without even knowing.


Turnitin.com has helped me become a better writer in school. One way it has done this is because the website checks to see the originality of the paper and make sure nothing is plagiarized. So, I have been trying harder to paraphrase my information coming from other texts and make sure I cite all of my work.

Parent Comments on Parent Night

- Thank you so much for providing this opportunity to learn about the expectations you have for academic writing. I am so pleased that you have clear expectations and are so thorough in your teaching. It is great to finally have my daughter in a class where the writing process is taught so well!
- Thanks for taking your time to do this. I'm so impressed with your talents and dedication.
- I appreciate you taking time out of your busy evening to reach out to us in order to improve our children's learning as freshmen.
- Thank you for taking so much time to put this all together for us. I am glad that I can now have some direction when helping my daughter.
- Outstanding session – well worth the time!
- I love your enthusiasm, knowledge, and sense of humor as they create a good atmosphere for solid learning.
- Appreciate your sense of humor and I know the kids do too. Your examples in your lecture were VERY helpful.
- I have been struggling to know where to help my son, but this session gave me some good direction. Thanks!
- Thank you for explaining the differences between the MLA and APA formatting that our kids will see.
- I know this will help our household and our freshman who clearly still needs a lot of work in the writing department!
- Good to know that my son is a normal teenager who "vomits" on paper. It will be helpful to know my instincts were correct and that he needs to change his process.
- Thanks for taking the time! It's always nice to hear from the teacher.
- Thanks for the help!
- I didn't realize that writing was such a process and that so many steps were needed. Thanks for sharing this as I can better direct my student when he gets stuck.
- Thank you for explaining how long it takes to grade kids' papers. This helps me understand the lag time on the progress reports.



YOUR
Portfolio

01198051
CANDIDATE I.D. 

Accomplishment COVER SHEET

Accomplishment # 3

Area of accomplishment

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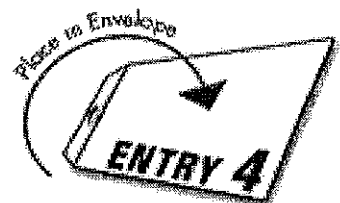
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Accomplishment #3

For the past seven years, I have maintained a comprehensive, student-friendly website. This website details the expectations of and directions for all the assignments and activities for each of my numerous courses. The site is constantly updated with new information as presentations, assignments, and exemplar works are created and collected.

This website is significant because more of my students are living in a virtual, 24-hour-a-day world; they seek information at all hours. Students can access every assignment given, observe exemplar papers, acquire additional resources for assignment and further study, and link to our school's on-line writing resources. Some students do not have internet access at home; however, I do print out hard copies of the unit-relevant materials as we progress through the school year and place documents on our public server so students have another avenue of access.

This website has been tremendously important for student learning. It allows students who missed classes to become efficiently caught up and to view past exemplar performances on assignments. Students need models of teacher expectations to better create their own interpretations of an assignment; because of the many years that I have maintained the site, I have been able to accumulate years' worth of model products. This also serves as a resource for continued ability differentiation and multiculturalism, introduced during class meeting time. Students individualize their learning through the multimedia found on the site: supplemental readings and videos, closed captioning for my deaf students, have been embedded for my visual learners while songs and speeches exist for my auditory learners. This allows those who desire further information or a different perspective to access a variety of texts. The site is also one more portal for on-going parental communication as parents can email from it or post questions on our threaded-discussion page. Students and parents do not need to be dependent on school hours to learn; they can access this site whenever their drive for life-long learning compels them.

Mr. Warner's website has helped me do better in school in a couple ways. First it helps me study and take more notes. It has power points and all of our subjects we view in class on a list. It also helped me because I used the information on the Saving Private Ryan article linked to your website. The information was not only informing and helped me write my essay, but also interesting. Clearly this website has not only helped me in a few ways, but also had helped me have fun learning.

BETTER IN SCHOOL

Your website has helped me do better in school. Whenever I need to see an example paper to see so I can improve my own, they are on the website.

Written by a second language learner.

School always turned out to be boring for me and this year, there's been a good change. Video clips and humor are always a good thing in a classroom. First, they helped me ~~think~~ ^{think} ~~happier~~ ^{happier} ~~located~~ ^{located} ~~filter~~ ^{filter}. After, ~~that~~ ^{that} ~~time~~ ^{time} ~~was~~ ^{was} ~~expected~~ ^{expected} ~~rough~~ ^{rough} ~~work~~ ^{work} but the relaxed atmosphere ~~helped~~ ^{helped} me and helped me learn better. Second of all, I look forward to it. It's nice to joke around and have movies to watch; it's hard to teach students who don't want to or don't care to learn. Finally, movies and humor are what a lot of teenagers enjoy. If the rest of my class is enjoying it to, it helps me enjoy it better. Humor and movies should be encouraged and is very well-liked by me.

✓ better in school

The video clips + humor used in class help me do better because I can associate certain facts and info with something I found interesting. One example is facism, and how we ~~learned~~ ^{learned} that Mussolini was hanged. Following that you guys said, "there's facism for ya!" It helps me associate facism with survival of the strongest. The video clips also gave me a better understanding of things, like, Der Fuehrer Face gave me a better understanding of what Nazism was like.

Using video clips and humor in class have really helped me do better in school. Whenever clips are shown, it adds a visual image to what's being discussed, making things easier to fully understand. The use of humor lightens the mood of the class and allows the other students and I to be more engaged with the discussions during class. Also, the humor leaves students comfortable enough to ask clarifying questions and share ideas more, enhancing the learning experience for everyone. I'm really glad that we use humor and video clips in this class, because they lighten the mood enough for students, including me, to become more involved in discussions which allows much more in-depth learning as a result.

better in school.

The video clips have helped me b/c I am a visual learner and like to learn stuff through sight. Humor has helped b/c it has made class fun, I would rather have a fun class then a soard class.

Written by a male underachiever.

Accomplishment COVER SHEET

Accomplishment # 4

Area of accomplishment

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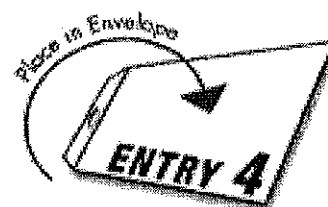
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Accomplishment #4

In the winter of 2008, I finished teaching a sociology course at our school (I am dual certified in English as well as social science). I observed a discrepancy between the reading and writing skills of my students in that class and what I thought was being implemented cross-content in regards to reading and writing instruction. As a result, I authored, administered, and collected and compiled data from a cross-content literacy survey. I then shared this data with our administration, advisory team, and school-at-large and implemented actions based upon this data.

This accomplishment is significant as it demonstrates my ability to examine data from my own class; to glean correlations of student performance; to design a survey gathering information not provided by those results; and to plot a course of action that would most directly benefit student achievement. I designed this survey after being inspired by such authors as Vacca and Vacca and Daniels and Zemelman, content-area literacy leaders. This survey also demonstrates my ability to extrapolate that data and to predict future academic needs and to act independently and in a school-wide manner to implement what is both research based and impactful to student achievement. This survey and its results directly impacted student achievement as it revealed many reasons as to why students may not have been reaching their full reading and writing potentials. For example, the survey revealed a lack of non-fiction reading being done and non-fiction reading strategies being explicitly taught in content-area classes. This revelation spurred our common course teams to examine curricula and to modify them to more closely align with college readiness standards as put forth by David T. Conley in his book *College Knowledge*. That closer alignment with college standards has helped our students better prepare for the rigors of college academic life once they have been accepted, rather than simply prepare them for the admission process alone.

In addition, the survey revealed that when writing was being assigned in some content

area classes, that writing was often only being evaluated with correct subject-area content in mind. Accuracy in the grammar, usage, and mechanics of the paper was rarely considered. The survey guided our teams to reevaluate their rubrics and add writing evaluation components. A noticeable result of this school-wide effort was revealed on our internal ACT-style assessments in our junior level English courses. Baseline proficiency scores on literal reading, interpretive reading, agreement, and punctuation were 27%, 35%, 72%, and 59%, respectively. At the first semester, those numbers had already grown to 88%, 71%, 83%, and 75%, respectively, a testament to content-area teachers explicitly teaching reading strategies in the core academic classes, which parallel the ACT's non-fiction reading focus.

A final outcome of my survey's implementation was that I served as an informal literacy coach for five teachers. I worked with these new and veteran teachers to develop lessons that focused on students' needs regarding literacy and accessing the assigned reading. This coaching was significant to improved student achievement in that five more teachers were implementing sound literacy practices with each of the 120 students that they taught daily. I also observed that the history teachers of our 10th grade World Studies team improved their document-based question scores from an average of a 2.1 to an average of 2.9 (on a four point scale). Also, I was able to improve my own teaching strategies regarding non-fiction texts as I witnessed the nuances of their subjects' requirements for expository writing and reading. According to my classes' formative common assessments, my students struggled with this type of reading and writing, and in working with these content area teachers I was able to learn from them and then better educate my own students by building background information and explicitly teaching text features. My students grew from 41% and 10% proficiency on literal and interpretive reading, respectively, to 86% and 93%, respectively. Clearly, the effects on student achievement from my survey were wide and far-reaching, a result I did not accurately predict but am overjoyed with.

To Whom It May Concern:

Chris Warner has been a colleague of mine for over a year. As the instructional leader for the language arts department at Legacy High School, Chris worked with me during my first year as high school liaison for the District Literacy Team.

Chris is a self-starter with a concern for the literacy of all students. As a professional and a leader in his building, he recognizes that all teachers want to help students become better readers, all students really want to be better readers, and that appropriate instruction can make a difference. Chris understands that reading and writing are the foundation of learning and that students with developed literacy skills are better thinkers.

He also understands that critical readers and writers are not nurtured in one daily 45 minute English/language arts class. Thus his literacy survey for all Legacy teachers in all content areas was born. Chris wrote, distributed, pitched for collaboration and compiled the results of the survey and shared them with the faculty. His efforts were the impetus the district principals needed to launch the Reading Across the Curriculum Initiative in our five comprehensive high schools in Adams 12 Five Star Schools.

Chris Warner has the unique ability to translate current theory into effective practice; the results are increased student achievement. He has videotaped himself teaching a guided reading lesson for our cross-district literacy effort, which has its roots in Fisher's "Seven Strategies That Work." He has shared his successes and failures with our district, and many teachers have followed his lead and implemented these strategies, in turn affecting hundreds of students. He teaches a cross-curricular course, American Studies, collaborating with his social studies colleague. I've seen him in action, and am grateful that not only do his students benefit from his knowledge and skill in literacy instruction, but his leadership and expertise have positive repercussions throughout the district, a district which has posted consistent growth in reading and writing on our state assessments over the last four years. Chris is a positive force in education, one that belongs among the ranks of the nationally certified.

Sincerely,

A handwritten signature in cursive script that reads "Jane Nyman".

Jane Nyman

Adams 12 District Literacy Team



ADAMS 12 Five Star Schools

Serving Broomfield, Federal Heights, Northglenn, Thornton,
Westminster, and parts of Unincorporated Adams County.

Together – educating the whole child

01198051
Catherine Nolan, Principal
LEGACY HIGH SCHOOL
2701 West 136th Avenue
Broomfield, CO 80020-9443

Office: 720-972-6700

March 1, 2009

Dear National Board Certification Committee:

It is my pleasure and honor to recommend that Chris Warner be accepted as a nationally board certified teacher. I have known Chris for the past two years as a department chairperson, a common course team colleague, and a mentor. Through Chris's mentorship, I have grown tremendously; in fact, he is the primary reason for the success I currently experience with my students.


When I began teaching two years ago, I was well versed in educational theory, but I lacked the real world application skills to put that theory into action. I was quickly introduced to the trials and tribulations of high school language arts teaching, a rather rude awakening for which I was unprepared. Chris took me under his wing and helped me to apply my knowledge to my classroom practices. He met with me regularly, first talking through philosophy, and eventually observing my classroom and coaching me to find more effective ways to engage my students. He even invited me to observe him in his classroom to help me to understand the complexities and nuances that make great teachers great. This tireless attention accelerated my learning curve and helped me to survive my freshman year of teaching while growing into the successful teacher I am today.

For example, Chris modeled many lessons through the entire instructional cycle, including methods for direct instruction, ways to include quality modeling and rich examples, and opportunities for my students to practice their new skills both in a whole class and independent setting. I saw, firsthand, the importance of implementing the entire cycle, rather than simply covering content or jumping prematurely to assessment. In addition, Chris continues to allow me to debrief with him whenever needed and to guide me in future lesson preparation. Chris's background and degrees in English, social science, ELL, and administration have certainly helped him to provide me with well-rounded and comprehensive advice about pedagogy, assessment and community building.

I know that my students have benefitted from my work with Chris. I teach a challenging population in my reading classes. Most of these students are reading significantly below grade level and are on Literacy Action Plans, or they are easily and are not intrinsically motivated. I have found that the tips and strategies that Chris has offered with regard to working with male students have been instrumental in their success. For example, Chris explained that many illiterate and struggling adolescent boys' attention spans tend to be short, based in part on the activities in which they engage outside of the classroom, activities that are often technological in nature and are designed to provide immediate gratification. Chris explained that including technology in my daily lessons and moving through the instructional cycle often would help these struggling readers to access the content. I took his advice, adding video clips to my repertoire and making sure I provided multiple opportunities to practice the skills in different groupings. As a result of these changes, unmotivated learners classified as "at risk" because they receive free and reduced lunch. These students do not learn, my students have become much more engaged in the learning process. In fact, I have fewer absences and tardies now than my first year, and I have fewer students failing my class. In addition, the course surveys I give to students indicate that they are more satisfied with the class, one student adding, "the movie clips and other stuff make class cool, like I can pay attention for longer" (semester evaluation, 2008).

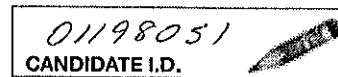
Without Chris's support and modeling, I never would have begun including technology, and I would still be trying to deliver instruction for long chunks of time without ever providing examples for students to use to help them understand. I owe my success in these areas entirely to Chris. He is the kind of teacher we should all aspire to be, creative in his curricular design and ever mindful of the ways in which students learn. If my students benefitted from the indirect contact with Chris, I can only imagine how his own students must grow because of the ways he goes about his daily endeavors. Thank you for considering Chris for National Board Certification.

Sincerely,


Rebecca Venable
Reading / Language Arts Teacher



YOUR
Portfolio



Accomplishment COVER SHEET

Accomplishment # 5

Area of accomplishment

The checklist below is intended **only** to help you confirm for yourself that you have submitted accomplishments in all the categories. Assessors are trained to consider the substance of your accomplishments, not whether you have correctly labeled the category.

This accomplishment reflects (check all that apply):

- ☒ Your work with your students' families, showing ongoing, interactive, two-way communication (*current year*)
- ☒ Your work as a learner (*within the last five years*)
- ☒ Your work as a leader and collaborator at the local, state, and/or national level (*within the last five years*)

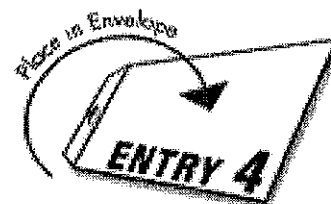
Description and Analysis

Attach Description and Analysis for this accomplishment.

Documentation

Once you have completed the Description and Analysis for the accomplishment, attach the documentation for this accomplishment to this cover sheet, behind the Description and Analysis.

Print this form as needed for each accomplishment that you choose to submit.



Accomplishment #5

During the 2006-2008 school years, I was the Language Arts School Improvement Team (SIT) representative and School Accountability Workbook section coordinator. This is significant as I was intimately involved in previous years' data analysis, in the creation of each year's academic goals, and in the sharing of these goals with the community.

This role affected student achievement since I was able to examine our progress toward goals and to determine where deficiencies in curriculum and practice existed. It became apparent that serious discrepancies existed between the achievement levels of Caucasian and Hispanic students; regular education, special education, and at-risk students; native English speaking and non-native English speaking students; and male and female students. In specific our male students continued to struggle in reading with a discrepancy of 12% less scoring at grade level than their female counterparts. I then spoke with our team facilitators about how that gap existed and about which strategies to focus upon in order to close that achievement gap. One result was that our reading teachers focused their efforts toward engaging male readers through Shelfari, a web-based book collection and blogging site. We have seen improvements in males' assessment scores. The discrepancy between this cohort group's males and females scoring at grade level is now standing at 6%. We have also actively recruited more males into our AP Literature and Language courses. Before, these courses were comprised of only 8% males; that number is now at 12%. Monthly, I shared our department's progress toward benchmarks in moving our students toward success on many of the high-stakes tests. With this, though, I was reminded of the importance of teaching the whole child through multimodalities, a community goal. As a result, I have helped teachers to implement multi-genre projects and multimedia-based assessments, such as Photostory projects, which have resulted in greater student participation, engagement, and achievement.

Priscilla HM Mancosky
11028 Alcott Drive Westminster, CO 80234
Tel: 303-469-7705
Email: prismancosky@aol.com

February 4, 2009

Dear Members of the National Board Certification Committee:

I have gotten to know Mr. Christopher Warner through my involvement in the Legacy High School's (LHS) School Improvement Team (SIT) and as an instructor for my children in their 9th grade English Literature & Composition class.

Mr. Warner was chosen by his peers to work collaboratively with a cross-curricular team of LHS staff members to develop the school's Accountability Plan for the 2007-2008 school year. This plan evaluated how successful the school was in meeting the prior year's goals; established specific and measurable benchmarks in the areas of reading, writing, math and science for the coming year; and identified specific strategies to meet those benchmarks. At each SIT meeting during the school year, Mr. Warner provided a very clear and concise status update to parents on the English Department's results. The information he provided included an update of student progress toward meeting goals, a summary of the Department's common grade-level assessments, and an analysis of formative assessment results. It was very evident to me that Mr. Warner was passionate about the success of all students at LHS. Students clearly demonstrated growth through improved scores in reading and writing on national (PLAN, EXPLORE and ACT) and state tests. Furthermore, as a result of his efforts, along with those of other staff members, LHS received a "High" rating for both Overall Academic Performance and Academic Growth of Students from the Colorado Department of Education and was the only high school in our school district to do so!

As my children's instructor, Mr. Warner provided weekly reports on their progress, a timeline of upcoming assessments, and frequent narratives on upcoming projects. I was very impressed with Mr. Warner's ability to work closely with the 9th grade US History instructor to weave some of that subject material into his own class. His creative and innovative instructional techniques (including the use of brief video and movie clips to emphasize or highlight specific topics) kept my children engaged and involved. They told me that he used *Monty Python and the Holy Grail* to teach irony, *Ghostbusters* to teach foreshadowing, and *Ferris Bueller's Day Off* to teach authors' point of view. I thought that was absolutely brilliant! Not only do my children remain engaged, but they have flourished academically. Both of my children came into Mr. Warner's class scoring in the advanced range on our state's tests; after his class they improved even more upon those scores. They thoroughly enjoyed his class and think of him as one of the best instructors they have had in all their years in school. I would have to agree.

Sincerely,



Date	Contact	Medium	Content
1/6/09	Special Ed. Case Manager	In-person	Discussed Ashlyn's progress toward IEP goal of writing at grade level in response to "Bernice Bobs Her Hair" storyboard assignment
1/6/09	Ashlyn's mother	Phone	Spoke with mother about Ashlyn's progress on "Bernice" storyboard – fluency issues and word choices still exist.
1/8/09	Ryan's mother	Email	Discussed Ryan's eligibility for wrestling and how low performance on last test affected that.
1/9/09	Ryan's mother	Email	Set up face-to-face meeting for next week.
1/12/09	Counselor / Sheligla's parents	In-person	Met to discuss lack of academic progress Sheighla is making in class. Has the skills and abilities, but brainstormed methods to motivate her.
1/13/09	Sheighla / Teaching partner	In-person	Follow-up with Sheighla and teaching partner to debrief agreed upon motivational techniques. Will implement extended due dates and use of "Incomplete" grade for missing work as pilot effort for Sheighla
1/14/09	Kalia's mother	Email	Discussed Kalia's struggle in reading <i>Inherit the Wind</i> . Mother suggested enrolling her in an additional reading class. I dissuaded her of that as Kalia is already double booked in English with her regular class and her Transitional English class – did not want to overload Kalia
1/14/09	Curtis's mother	Phone	Created a plan for Curtis to self-advocate better (as designated by his IEP). Have set up regular, weekly progress checks during Rtl time with him. Will sign his planner to communicate with mother about meeting happening and about content of meeting
1/20/09	Terrence's father	In-person	Discussed Terrence's truancy issue while father shadowed Terrence's classes today. Discussed motivational techniques and which assignments can be modified so Terrence maintains a hope of passing.
1/22/09	Curtis's Mother / Counselor	In-person	Met with all parties as Curtis has not followed through on Rtl check-in sessions. Mother desired to see daily, emailed progress reports. That will be accommodated.
1/22/09	Deaf / Hard of Hearing Coordinator	In-person	Spoke with Brenna about Ashley in 5 th hour. Ashley feels like she is not getting all material signed for her when using ASL as opposed to Exact English signing.
1/26/09	Ashley's mother	Phone	Discussed mother's concerns about Ashley's progress in class and how she can make up work from

Accomplishment COVER SHEET

Accomplishment # 6

Area of accomplishment

The checklist below is intended **only** to help you confirm for yourself that you have submitted accomplishments in all the categories. Assessors are trained to consider the substance of your accomplishments, not whether you have correctly labeled the category.

This accomplishment reflects (check all that apply):

- ☐ Your work with your students' families, showing ongoing, interactive, two-way communication (*current year*)
- ☒ Your work as a learner (*within the last five years*)
- ☒ Your work as a leader and collaborator at the local, state, and/or national level (*within the last five years*)

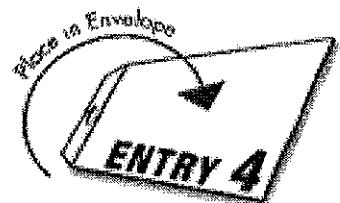
Description and Analysis

Attach Description and Analysis for this accomplishment.

Documentation

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Accomplishment #6

In the spring of 2008, I attained my Master's of Arts degree in education with an emphasis in administration and supervision. This accomplishment was significant in that it augmented my knowledge of the educational field to include those items usually reserved for administrators. By earning this degree I am able to see the "big picture" of education -- the political challenges, direction of public education, and the many constraints on this system.

This degree impacted my students' achievement because I am better equipped to understand the legal intricacies of special needs students and their respective accommodations and modifications. Having learned about the history of the Individuals with Disabilities Education Act (IDEA) and how it has opened doors to students with special needs, I am more able to appropriately modify the given curriculum to their needs. I am now better able to understand the individual nature and needs of students' accommodations and how those are essential to meeting their individualized education plans. As a result, over the last two school years my special education students have grown an average of 8 points on CSAP. In addition, this degree is significant in that I was able to learn the current practices surrounding teaching Limited English Proficiency students. While I earned an additional teaching endorsement in the Teaching of the Linguistically Different in 2001, with this degree I was able to learn about the current best practices in our field. My most recent ELL students averaged 31 points of gain in both reading and writing on CSAP.

This degree was impactful to student achievement since our district eliminated ELL focus schools and reintroduced students to their neighborhood schools. We currently have about 200 ELL students, but that number is growing. I can now better serve, understand, scaffold, and model for my diverse students, many of whom are still in the emerging literacy stages of English acquisition while being asked to attain proficiency on challenging freshmen standards.



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Westminster, and parts of Unincorporated Adams County.

Documentation for Accomplishment 6

01198051

Catherine Nolan, Principal
LEGACY HIGH SCHOOL
2701 West 136th Avenue
Broomfield, CO 80020-9443

Together – educating the whole child

Office: 720-972-6700

Dear National Teacher Certification Board:

Chris Warner has asked me to write a letter on his behalf as he is in the process of applying for National Board Certification. I have had the great pleasure of working with Chris for the past five years at Legacy High School. As an English and Reading teacher at Legacy High School, I have had the opportunity to see Chris in action in the classroom as well as at departmental meetings and extra-curricular activities. In all of these dealings, I have been impressed with Chris's level of commitment to learning and to his students.

Chris was the English Department Academic Coordinator for two years (2006-2008). During that time he spearheaded and facilitated the department discussion regarding vertical alignment. Through the conversations the department had, Chris organized initial work with aligning thesis statements and research methods used in grades 9 - 12. Once the department recorded the "current reality," Chris moved forward with best practice discussions regarding research methods. This process was facilitated in an "understanding by design" manner (Wiggins). With that focus, the alignment started with the senior AP expectations and then trickled down to the 9th grade level. With over fifteen courses offered in the English department, the process was taxing and difficult at times. I was impressed with Chris' ability to keep the department, which consists of twenty individuals, on task and constantly moving forward in a difficult process. Chris exhibited clear vision and purpose and made sure to articulate that to the department. As a result of the vertical alignment process, the department is cognizant of the clear expectations with research. In addition, students going through our department clearly understand what is expected of them at each grade level, in terms of writing. I believe that we can directly attribute our school's growth on the writing portion of CSAP to this alignment. Our freshmen posted a 4 point growth while our sophomores recorded a 6 point growth over the last three years.

Due to this clarity of expectations, students clearly see the relevance of the research process. As a sophomore teacher, I have noticed that the students coming to the tenth grade this year are familiar with the material and language that the freshmen teachers are expected to teach. This has saved me time in ensuring that all students are on the same level in regards to research methods. This, in turn, allows more time to truly teach the skills that are expected of me at the sophomore level. Another result of this process was the alignment of expectations with the Senior Capstone Project. This was a pilot program four years ago. One component of the project is a research paper. In the first couple years, the feedback from community members and parents was that the presentations were sporadic and that expectations were not clearly delineated in the students' projects. The feedback since the vertical alignment process shifted noticeably. The first year we implemented Capstone, only 60% of the seniors passed the research component on their first attempt. Since our alignment discussions, over 83% are passing; this is directly attributable to the discussions Chris facilitated and the work he led regarding research language, processes, and expectations.

In addition to the vertical alignment process, Chris also was a champion with literacy instruction across the curriculum. With no prompting, he created and dispersed a literacy survey to the entire staff. Once the feedback from the survey was collected, Chris compiled and interpreted the data. The data proved that while every content teacher believed literacy instruction was important, few taught literacy skills. Chris approached the academic coordinators with the findings and pointed out the gaps in non-fiction reading, and more importantly, the lack of teaching non-fiction reading strategies explicitly. Chris researched the best way to teach non-fiction reading strategies in content areas. He collaborated with the science and business department to address this shortage in the curriculum. Here again, I have seen the direct results of Chris's efforts in the student population. The L2K program at Legacy is an advanced program for students who excel in math and science. The program includes a massive amount of academic writing. Chris has made a point of going into the Freshmen L2K classes every year and teaching correct MLA formatting for the academic writing expected of students in the program. Prior to Chris doing this L2K students displayed varied formatting structures on papers; some used MLA while others used APA. Now the L2K students all enter the sophomore level with a clear understanding of MLA formatting expectations. Other content area teachers have aligned in this endeavor as well. The business department, which requires a properly

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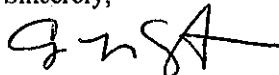
formatted business letter as one of their standards, reports that over 90% of their students now pass that element, and they attribute that to the work Chris did in aligning formatting and writing expectations. To facilitate this consistency, Chris also created a writing handbook for students at Legacy. This handbook was distributed to all students freshmen year and assisted with maintaining consistent MLA formatting expectations throughout the school.

As a reading specialist I have also had the opportunity to observe Chris as a classroom teacher. I was assigned to assist freshmen level teachers with implementing reading strategies in their classes. Chris utilizes reading strategies consistently and effectively in his classroom. He posts the before, during, and after reading purposes and expectations on the board. The explicit expectations focused the students and created an environment where the "process" was evident and meaningful. I know these efforts benefit students as he is consistently ranked within the top ten teachers in our district in regards to student growth on CSAP.

I witnessed one lesson where Chris introduced the concept of the impact of the depression/dust bowl by first showing the students a clip from *Cinderella Man*. The viewing focus was posted on the board and the subsequent discussion was rich; students were able to give specific examples to support their inferences. Following the movie clip, Chris presented the students with a map that illustrated the areas impacted by the dust bowl. He used the map to begin a discussion about cause and effect with the dustbowl. Following that conversation, Chris projected pictures of the dustbowl. The students were then given a reading, a first person narrative, about "living through" a dust storm. Here again, Chris reminded the students of their purpose (cause and effect) for reading the narrative and what his expectations were. The student participation and engagement was exceptional. More students participated in his college prep class than I have ever seen in a 9th grade class before! In addition, many of these same students are in my reading class, and they spoke about how much better they understood the Depression after seeing these visual clips and understanding the "build up" to the Dust Bowl. I work with such a marginalized population of underachieving boys, both native and non-native speakers, and when they can be excited about school I know that something amazing has happened! This is what Chris brings to class everyday - engagement, innovation, caring for all students, and the knowledge to reach all levels while pushing those students to new heights of achievement.

Chris is a credit to the teaching profession. I have been impressed with Chris since the first day I met him, and I recommend Chris Warner fully for National Board Certification. Thank you for allowing me to speak on Chris' behalf. If I can provide any more information please call or e-mail.

Sincerely,



Amy Stern
English/Reading Teacher
Legacy High School
720.972.6792
amy.stern@adams12.org



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Accomplishment 6*

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01198051

Catherine Nolan, Principal
LEGACY HIGH SCHOOL
2701 West 136th Avenue
Broomfield, CO 80020-9443

Together – educating the whole child

Office: 720-972-6700

January 24, 2009

Dear National Board Certification Committee:

It is both an honor and a privilege to recommend Mr. Christopher Warner for acceptance as a Nationally Board Certified Teacher. I have had the privilege of working with Chris for the past three years as my teaching partner in an integrated Language Arts and American History course for 9th graders at both a college preparatory and advanced level. In my ten years of secondary school teaching, I have never seen a teacher more fully cognizant of his students' skill-sets and needs, possess a clearer vision for how to fulfill student growth and achievement, or have the intellectual and pedagogical depth to bring students to new academic heights than Chris Warner.

What makes Chris an exceptional teacher is he comes to class prepared knowing the skills and abilities of his students. Chris uses a variety of data assessments such as past reading and writing aptitude tests, Colorado Standards Assessment Program (CSAP), as well as his own formative pre-assessments to gauge where a student is before he begins instruction. This foresight has allowed Chris to have superior knowledge about the needs of his specific students and, in turn, allows him to be proactive in meeting their needs before a student begins to struggle. So many times in education, teachers wait until a student is failing before addressing the substance of the problem. Chris's philosophy is that a failing grade is too late to begin addressing a problem and his preemptive approach has not only emboldened him with knowledge of his students' abilities but has contributed to a proven higher rate of student growth and performance.

Chris is motivated by a vision of having his students excel in all aspects of academic writing including thesis statements, topic sentences, sentence structure, parallelism, quote integration, word choice, persuasion, critique, and analysis. Yet, unlike so many teachers who have a curriculum and simply implement it, Chris's vision of where he needs to go is pragmatic and malleable in how he gets there based on the information Chris has ascertained as to where his students are. Chris will know in what areas previous students have struggled with and will add dimensions of depth and elements of substance to bridge any gap that may exist. Chris's instruction on the writing process and on active reading is a model of how teachers should scaffold instruction throughout the school year. Every year, I notice how Chris will add a step that I would not have thought of, yet proves essential in helping students succeed. For example, Chris utilizes the element of online peer review for essays as a needed intermediary step in helping students be self-aware of their strengths and find room for improvement in the writing process. In reading poetry, Chris has explicitly taught a three-step process that grows from a simple read of the text to a third reading that is focused on analysis and interpretation. By scaffolding and the use of building blocks to fulfill his goals, Chris is able to use data to first assess the process before grading the product, and the results have been nothing short of exemplary.

Chris's scores have set the bar high, and are continually amongst not only the highest, but the elite standards at both our school and within our district at large, which is approximately 39,000 students. What I think is even more representative of Chris's growing mastery of data-driven instruction is that not only are his scores consistently high, but all of his students show substantive growth regardless of the type of course taken and are universal amongst diverse socio-economic populations. These results are because of how Chris uses data and incorporates that knowledge into his own instruction. He is consistently ranked among the top ten teachers in the district in regards to student growth in reading and writing, an impressive feat since he demonstrates this growth among all strata of incoming levels. His unsatisfactory students grow as well as his advanced students, often ranking Chris within the top ten teachers in the district in regards to student growth.

I have taught collegiate teacher preparatory classes, and in both theory and practice, Chris is a master at effective pedagogy. I have never seen any teacher who is more conscious of both tapping into and expanding students' background knowledge, allowing them to make inferences and thrive in their reading and writing than Chris. Chris

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Accomplishment 6

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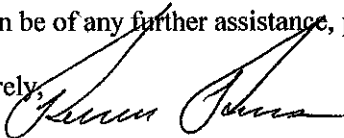
actively uses anticipation guides, current events, vocabulary building, and reading reviews to ensure students have learned the material. Recently, in reading the play *Inherit the Wind* for symbol analysis, Chris knows that the play makes subtle inferences to Christian symbols and is told very much as an allegory, but simply to ask 9th graders to pick up on this is setting them up for failure. Chris recognized this and supplemented his teaching with readings and presentations on symbol references and Christian archetypes motivated by his understanding of where students were at the time and what they needed to bridge the gap from a passive understanding to substantive learning and critical thinking. Our students hypothesized that certain characters were to be read as Christ figures earlier in the play than ever before, tracked these predictions throughout, and made compelling textual arguments by the end of the reading. As a teacher, I am continually impressed by the way Chris is able to assess the level of learning of his students, and make instant adaptations to transform good lessons to great ones and to even elevate his great lessons to nothing short of an exceptional learning experience for all involved.

His methods hold equally true in his feedback and communication as they do in instruction. Chris engages is variety of formative assessments designed to hit all learning styles, and then is extraordinarily efficient with feedback. His students have learned that the grade is less important than the reasoning behind the grade, which is almost unheard of for high school students, but it is the excepted and accepted culture in Chris's classes. Chris has instituted an extremely proactive and successful writing process illustrative of his philosophical belief that data-driven instruction should be a two-way street. Chris has pioneered the use of the website Turnitin.com at our school where he is able to offer students immediate feedback, interactive peer review, and e-communication with students and parents on their writing. Chris's selfless commitment to helping students with writing has even extended to Chris hosting a parent night for his students that he alone initiated, developed, and advertised simply to make the parents of his students aware of the expectations of high school writing and offering pragmatic tips about how parents can help their children at home in the writing process. Chris has, indeed, created a culture that writing, and all learning is a process before it is a product. Simply put, I have never seen better writing methods or a more committed writing teacher in my entire career than Chris Warner.

There is no doubt that Chris Warner is a master teacher. His dual certification in language arts and history allows him to seamlessly integrate curriculums, while his M.A. and his administrative license coupled with his leadership, mentoring, and extraordinary breadth of knowledge allows Chris the unique advantage of being able to see education from all perspectives. The result is an exceptional teacher at every stage of the learning process. Chris never weakens his standards, which are of excellence. Instead, he continually adapts how he reaches those standards. Chris is never satisfied with what was effective yesterday or last year; but he is always growing, always learning, and always using student data and educational research in searching for ways to make his instruction relevant and empowering for students. The result is a teacher of extraordinary ability who is more than worthy of representing the highest standards of National Board Certification. Chris has made me a much better teacher simply by watching him; yet, even more important are the thousands of students whose lives have been touched and writing abilities have thrived because of the substantive influence of Mr. Christopher Warner.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,




Randall Peterson, M.A.
James Madison Fellow for Constitutional History
Legacy High School Social Studies Instructor



YOUR
Portfolio

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CANDIDATE I.D.

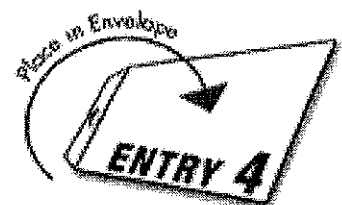


Reflective Summary **COVER SHEET**

Attach to this cover sheet:



Your Reflective Summary.



Of my six accomplishments, my literacy survey and work with vertical alignment were the most directly impactful for student achievement. Conducting the literacy survey allowed me to realize where literacy instruction was and was not in our school, which Conley also studies in his book, *College Knowledge*. He says one third of college freshmen need remedial courses in writing; I was awakened to how literacy instruction needed to be monitored and improved in our own school since our graduating seniors report this statistic to be true among their cohort. I was also able to not only strengthen my own instruction, but I was also able to work with and coach other teachers around the building to improve their own literacy instruction. While this improvement benefitted my own students, I also know that these other teachers' students improved as well. Those I coached relayed how their students' attendance and engagement rates improved and how their reading and writing scores improved. In fact, one of my mentees was recently ranked the number one teacher in student reading growth and the number 4 in student writing growth in our district! These students were less likely to be exposed only to "content;" they became immersed in classrooms practicing sound literacy instruction, which better helped these students to access the reading and writing skills necessary for both their high school and collegiate careers.

My work to strengthen vertical skill and terminology alignment also proved to be one of the most impactful efforts I have made. Before I undertook this work, students were inundated with many different terms for the same item; a paragraph's topic sentence, for example was often called a topic sentence or a thesis or a guiding statement or an opinion / position statement. Since standardization of these terms has been achieved, more students excel in writing in our school. Our ACT –English score has steadily risen about .4 every year and our passing rate for our Capstone project is about 80%. After creating the writing guide, the literature alignment chart, and the exemplar papers for each grade level, I know students can more easily craft writing

pieces in all of their classes without fear of needing to know “yet another term” that really just means “topic sentence.” This assists students as our school has made the already difficult writing process that much easier as student no longer have to guess the correct term *du jour*.

In reflecting on my accomplishments, I do see many avenues for future plans. My thoughts constantly return to how I might be able to affect and improve student achievement through literacy instruction. Having seen the inner workings of our school through my administrative internship and role as Academic Coordinator, I have a better understanding about how one could create and implement a more comprehensive program in our professional learning community. Coupled with this knowledge, I do see the power of the school improvement team and its collaborative parents. These community members truly want the best for their students, and I know I could elicit their structure and commitment to further implement a comprehensive literacy plan, a plan where RtI-based content classes and literacy coaches come to fruition because with literacy skills, students will thrive; without it they will, undoubtedly, fail.

I see, though, that I have much to learn. I must improve my personal leadership skills which will allow these good ideas to become great ones. As Collins proposes in *Good to Great*, a leader must begin the flywheel in motion before momentum can take over. I have started many projects, but I have not seen them reach full expectations. I must continue to sell my ideas at the individual level to ensure grassroots commitment. I must also improve my focus on the student achievement target. Often I find myself concerned with the teaching end of programs and lessons. I must remember that whether or not students learn is the key and that if students are not, then we as educators must adjust. While I am confident that a unified literacy program will improve student achievement, I cannot rest upon knowing that a program is in place; I must continually monitor student achievement – that is the greatest indicator of success and that is the grail for which I reach.